



# Life at Fort Larned

## Overview

The purpose of this lesson is to briefly acquaint students with the reasons that Fort Larned was established and then to focus, specifically, on what life was like for those who lived on or near the fort. This plan can be used with students who are actually planning an on-site visit to Ft. Larned or as a self contained classroom activity. Teachers may use all of the lessons for a multi-day unit or just focus on one of the featured groups of people for a single day lesson. It is recommended that all teachers using this lesson plan start with the Fort Larned virtual trunk, which has pictures of everyday artifacts and activities, as a way to peak student interest.

## Essential Question

What impact did Fort Larned have on the lives of the various groups of people who lived both on and near the fort? (e.g. soldiers, women, Indians)



## Standards

### *History*

#### Benchmark 1, Indicator 5 (7th grade)

The student describes the role of early Kansas forts in carrying out the U.S. government's policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon - California Trails (e.g., Ft. Leavenworth, Ft. Scott, Ft. Larned, Ft. Riley)

#### Benchmark 2, Indicator 9 (8th grade)

The student analyzes the impact of the end of slavery on African - Americans ( e.g. Black Codes; sharecropping; Jim Crow; Amendments 13, 14, 15; Frederick Douglas, Ku Klux Klan; Exodusters)

#### Benchmark 7, Indicator 2 (7th grade)

The student examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g. photographs, diaries, government documents)

#### Benchmark 7, Indicator 4 (7th grade)

The student compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events



## ***Economics***

### Benchmark 1, Indicator 1 (8th grade)

The student analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services ( e.g. price goes up and production goes down, consumption goes down and distribution is limited)

### Benchmark 2, Indicator 4 (8th grade)

The student describes the positive and negative incentives to which employees respond (e.g. wage levels, benefits, work hours, working conditions)

### Benchmark 5 , Indicator 2 (8th grade)

The student determines the opportunity costs of decisions related to a personal finance plan or budget.



## ***Reading***

Benchmark 3, Indicator 1 (7th & 8th grade)

The student expands vocabulary

## ***Writing***

Benchmark 1, Indicator 3 (7th grade)

The student clarifies the main ideas by selecting relevant details that enrich the central theme or storyline.

## ***Literature***

Benchmark 2, Indicator 3 (7th grade)

The student recognizes connections between cultures and experiences through a variety of texts.



## Objectives

### ***Content***

The student will be able to briefly explain the reason(s) for the establishment of Ft. Larned.

The student will learn the definitions of various basic economic terms.

The student will summarize details of everyday life at Fort Larned for the groups of people living there, particularly focusing on the hardships, as well as the advantages, of living at a frontier military post.



## Objectives

## *Skills*

The student will hypothesize the uses of various items found in the Fort Larned virtual trunk and determine which Fort inhabitant would most likely have used them.

The student will evaluate why the Army would have been a desirable career choice for African Americans in spite of the prejudice they encountered.

The student will play the role of a Fort Larned inhabitant as they determine how or whether to spend their pay at the sutler's store.

The student will read primary source documents (including government documents and diaries) and will analyze them in terms of point of view, and purpose.

The student will compare and contrast the lives of officers wives with those of laundresses and servants.

The student will write a letter home reflecting the details of the lives of women at Fort Larned.



## Materials and Sources

The teacher will need to have the following sources available to carry out this lesson plan

A Fort Larned Virtual Trunk with pictures of everyday items used by people at or near the Fort, as well as pictures of typical daily activities

The trunk is available either by download from the Fort Larned website, [www.nps.gov/fols](http://www.nps.gov/fols), or on a CD that can be mailed on request.

Read Kansas card on Fort Larned, distributed by the Kansas State Historical Society, Topeka, Kansas 2006

Webb, Dave. Fort Larned Adventures. Protection, Kansas: Comanche Press, 1996

Walker, Joel. Kansas Forts: Historical Documents for the Classroom. Topeka, Kansas State Historical Society, 2000

Oliva, Leo, Fort Larned: Guardian of the Santa Fe Trail. Topeka, Kansas, Kansas State Historical Society, 1997

Available from Fort Larned by request